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ABSTRACT

This collection of abstracts provides descriptions of exemplary vocational guidance and counseling projects funded in Virginia through Title II (Vocational Education) of Public Law 94-482. The abstracts describe programs to improve vocational guidance for special needs persons (disadvantaged, handicapped) as well as those to improve vocational guidance in middle schools. A summary of the implementation of microcomputer vocational guidance services includes overall objectives and comments on methodology for implementation as well as charts of proposed activities. The activities of these programs are grouped by school system, universities and 4-year institutions, community colleges, and agencies. A directory of the school, institution, or agency receiving funding is also given along with the names, addresses, and phone numbers of project directors. (JAC)

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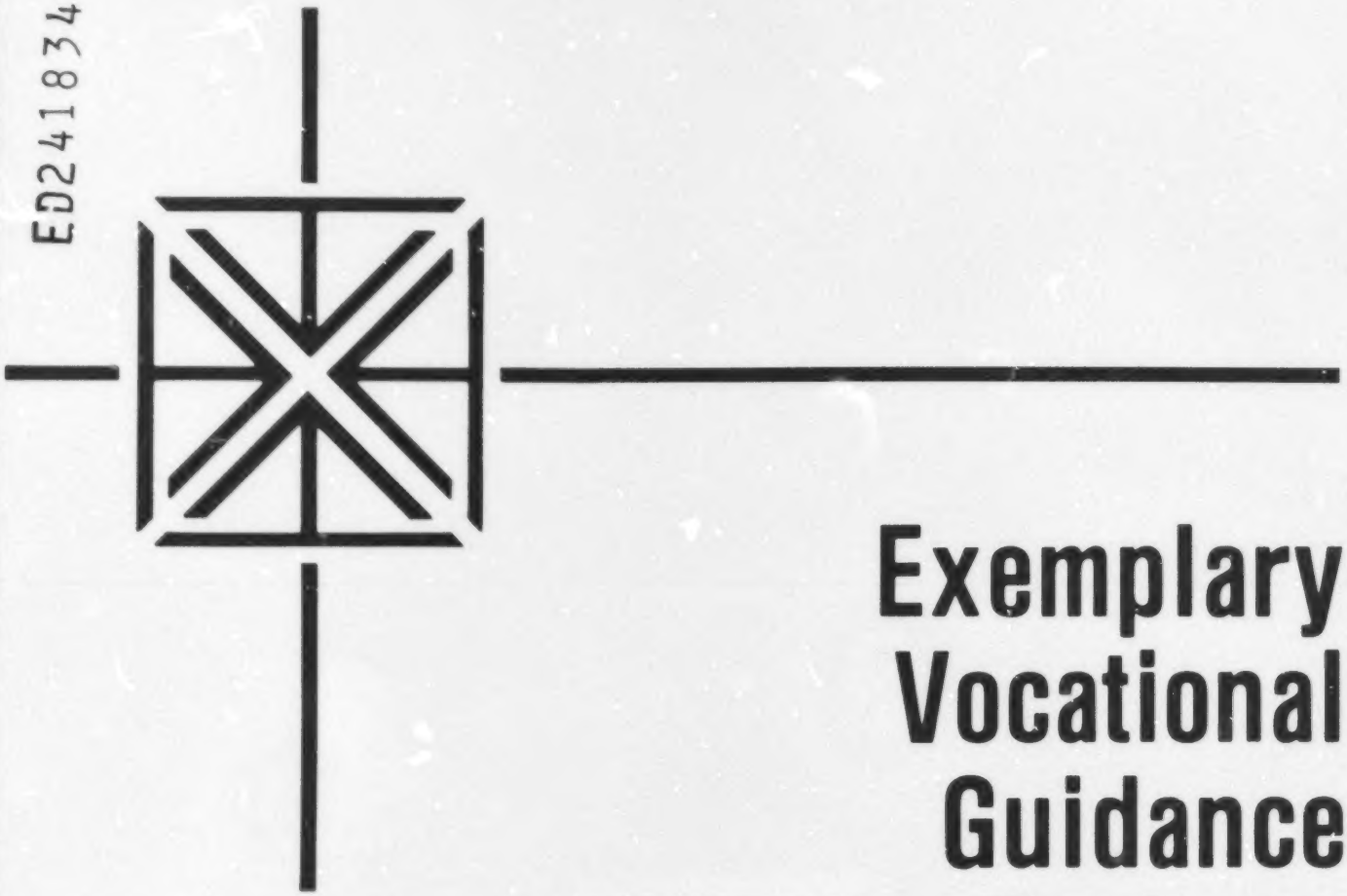

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Exemplary Vocational Guidance Projects

in Virginia

(1983-84 Project Abstracts)

CG 017311

Vocational and Adult Education
Virginia Department of Education

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VIRGINIA VOCATIONAL GUIDANCE PROGRAMS

Thomas H. Hohenshil
Director
College of Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061
Phone (703) 961-7578

Carolyn Maddy-Bernstein
Associate Director
College of Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061
Phone (703) 961-6199

INTRODUCTION

During the 1983-84 school year, 40 exemplary vocational guidance and counseling projects were funded in the Commonwealth of Virginia through Title II (Vocational Education) of Public Law 94-482. The projects were designed to improve vocational guidance and counseling services through (1) the implementation of micro-computer vocational guidance services, (2) improving services for persons with special needs, and (3) improving middle school vocational guidance programs.

Enclosed are abstracts of the projects to improve vocational guidance for special needs persons and of those to improve vocational guidance programs in middle schools. A summary of the micro-computer projects is included. Overall objectives and comments on methodology for implementation of micro-computer vocational guidance programs are provided as well as charts of proposed activities. The activities of these programs are grouped by (a) school system, (b) universities and four-year institutions, (c) community colleges, and (d) agencies.

A directory of the school, institution, or agency receiving funding is also given with the names, addresses, and phone numbers of project directors. The reader is encouraged to contact any of these persons for more information. This booklet has been developed for persons interested in exemplary programs to improve vocational guidance and counseling with the hope that others will learn and benefit from the funded programs. The overall supervision of these grants is provided by the College of Education at Virginia Tech, Blacksburg, Virginia through an administrative project entitled, Virginia Vocational Guidance Projects (VVGP). Thomas H. Hohenshil is Director of VVGP and Carolyn Maddy-Bernstein is Co-Director.

IMPROVING

VOCATIONAL GUIDANCE AND COUNSELING

IN

MIDDLE SCHOOLS

ABSTRACT

ILAC - I'M LEARNING ABOUT CAREERS

Brunswick County Public Schools

Project Director(s):

Mrs. Judy D. Tancrelle
Mrs. Velma P. Bruce
Guidance Counselors
Brunswick Junior High School
Rt. 1, Box 239
Lawrenceville, VA 23868
(804) 848-2132

Objectives:

Project ILAC is designed to provide a hands-on approach to vocational exploration, assessment and guidance functions through the use of work samples, Project Discovery and other support material.

1. To purchase and provide inservice for implementors of the work experience samples, Project Discovery, and other support material at Brunswick Junior High School.

2. To expand 7th, 8th and 9th grade students' awareness of local and state careers related to our vocational programs.

3. To implement Project Discovery with special needs students through exploration and/or assessment activities.

4. To implement Project Discovery work sample and other correlated vocational materials in individual and group class/shop environments.

Procedure for Implementation:

The Brunswick County Junior High Guidance Department will facilitate the use of Project Discovery, work samples and other support material from the career resource center. The target population will be 7th, 8th and 9th grade students. The materials will be infused into classroom and shop activities.

1. By September 1983, 17 Project Discovery work experience samples will be purchased. Inservice in relation to its uses in exploration, assessment, and guidance will be provided for the project director and selected teachers.

2. Using the Virginia VIEW System and other support material, junior high school students will explore vocational preferences with regard to existing vocational class offerings. This activity will begin in October 1983.

3. By December 1983, Project Discovery work samples will be infused into special education classes on an exploration or assessment basis.

4. Utilizing Project Discovery and other support material from the project, junior high students will have individual and group sessions. The vocational options provided by our school system will be emphasized.

Contribution to Vocational Guidance:

Project ILAC provides a means for the Brunswick County staff to provide hands-on work experience samples that may be adapted for exploration, assessment and/or evaluation. The 17 Project Discovery units and other project support material will expand the vocational guidance services to Brunswick Junior High students.

ABSTRACT

DISCOVERING DISCOVERY

Piedmont Regional Vocational Evaluation Center
(The Public Schools of Charlottesville City &
Albemarle, Greene, Nelson & Fluvanna Counties)

Project Director:

Ms. Meryl Bertenthal
Coordinator
Vocational Development Center
Charlottesville-Albemarle Technical Education Center
1000 East Rio Road
Charlottesville, VA 22901
(804) 973-4461

Objectives:

1. To provide handicapped middle school students with the opportunity to explore, "hands-on", a variety of occupational clusters.

2. To provide handicapped middle school students with activities which will increase their experience base and allow for more informed career decision making.

3. To increase handicapped middle school students' awareness of which work activities interest them and which do not.

4. To increase handicapped middle school students' awareness of work activities for which they have ability and those for which they don't.

5. To enhance the vocational guidance and counseling of handicapped middle school students through the use of a Guidance and Counseling Component which facilitates career and self awareness, helps students to generate career alternatives, select from among alternatives, and develop plans for achieving stated goals.

6. To train counselors and special education teachers to use "hands-on" career and vocational exploration materials in their classroom and counseling sessions.

7. To provide for any interested middle school student to participate in the project activities.

Procedure for Implementation:

1. Purchase and install selected components of the U.S. Office of Education validated "hands-on" career exploration system, Project Discovery.

2. Provide inservice training to teachers and counselors to assure the appropriate use of the Project Discovery materials.

3. Develop a system for sharing the materials among five school divisions as needed.

4. Provide the materials to implementers as requested.

5. Provide for students to explore at least 10 occupational areas which interest them.

6. Provide each student with feedback regarding performance in chosen occupations.

7. Provide guidance counselors with the information necessary to use the results in the vocational guidance and counseling of individual students.

8. Develop procedures for students to use the results for high school program planning.

9. Develop procedures for using the Project Discovery materials with all middle school students interested in doing so.

Contribution To Vocational Guidance:

This project will allow handicapped middle school students to explore a variety of vocational areas and will enhance their ability to make informed choices about future vocational and occupational goals. It will provide an opportunity for participants to explore possible vocational training options available to them in a non-threatening format. The structured use of these materials will increase the career maturity of the user by increasing the experience base, increasing the awareness of work in which there is satisfaction, and increasing the awareness of work for which there is ability. It will promote vocational development by providing an experiential and realistic basis for career decision making. It will increase student motivation by eliminating trial and error placement in vocational classes.

ABSTRACT

A COMMUNITY-BASED VOCATIONAL GUIDANCE PROGRAM EMPHASIZING CAREER EXPLORATION FOR MIDDLE SCHOOL STUDENTS: VOCATIONAL GUIDANCE APPLE-CATIONS

Montgomery County Schools

Project Director:

Mrs. Esther Huff
Counselor
Christiansburg Middle School
208 College Street
Christiansburg, VA 24073
(703) 382-1728

Objectives:

This project is designed to implement a community-based vocational guidance and counseling program for Montgomery County middle school students. These are specific objectives:

1. To provide exploration for career planning for all eighth graders, and for middle school students in self-contained special education classes by using the computer-based Virginia VIEW career search.

2. To give all middle school students in Montgomery County a community-based career exploration experience by arranging career days during which each middle schooler will hear three community members talk about their jobs.

3. To schedule as many middle school students as possible into exploratory semester-length vocational and pre-vocational classes.

Procedure of Implementation:

1. Counseling staff, vocational educators, and special education teachers in middle schools will learn or review the use of the Virginia VIEW system.

2. Counselors will conduct a VIEW search and counseling session with each eighth grader and each middle schooler in a self-contained special education classroom, using the Apple microcomputer.

3. All middle school students will participate in career days at which community workers are featured presenters, with scheduling of the events done by Apple microcomputers.

4. Apple microcomputers will be used to schedule students into vocational exploratory courses. Enrollment trends will be reported to administrators and supervisors of vocational courses.

Contribution to Vocational Education:

Three procedures which can be easily replicated will result from this project:

1. The use of the Apple microcomputer and the Virginia VIEW career search with middle-school-aged students, including special education students.

2. The use of the Apple microcomputer to simplify the process of setting up a community-based career day for a large number of students.

3. The use of the Apple microcomputer and appropriate software to schedule middle school students into classes.

ABSTRACT

EDUCATIONAL PLANNING TO ENHANCE FUTURE VOCATIONAL OPTIONS

University of Virginia

Project Director:

Dr. Robert H. Pate, Jr., Chair
Department of Counselor Education
University of Virginia
405 Emmett Street
156 Ruffner Hall
Charlottesville, VA 22903
(804) 924-3440

Objectives:

The objective of the OPTIONS project is to increase the number of educational and career choices available to Virginia students. The objective would be accomplished by encouraging middle school academic advising and counseling which would allow students to pursue the education and training which will be required for living and working in a high technology society. The specific objectives are:

1. Produce a cadre of middle school counselors who are trained in the objective of the OPTIONS project and who contribute to it.

2. Provide materials on educational planning which can be disseminated to middle schools throughout the Commonwealth.

Procedure for Implementation:

1. Middle school counselors will be selected from nominees to participate in a one graduate credit training workshop. The project will provide the tuition, lodging, meals and supplies for participants who will participate in the field tests of materials developed in the project in addition to being trained in academic advising.

2. To produce materials for use by middle school counselors in the academic advising and counseling of students. A 12-18 minute slide/tape presentation and accompanying printed material will be available for dissemination.

Contribution to Vocational Guidance:

The OPTIONS project will contribute to vocational education by encouraging planning which will make a variety of career and educational opportunities available to students. This project responds to goals of the Governor and Secretary of Education of the Commonwealth of Virginia and is related to the Standards of Quality for Virginia Schools. The materials developed could be included in the training programs sponsored by Virginia Vocational Guidance Programs in subsequent years to increase the influence of the project.

IMPROVING

VOCATIONAL GUIDANCE AND COUNSELING

FOR

STUDENTS WITH SPECIAL NEEDS

ABSTRACT

EDUCATION FOR EMPLOYMENT FOR STUDENTS WITH SPECIAL NEEDS AND ADULTS (EESSNA)

Buckingham County Public Schools

Project Director(s):

Mr. Jimmy F. Kindle
Director
Vocational Education
Buckingham County High School
Star Route, Box 376
Buckingham, VA 23921
(804) 969-4288

Dr. Donald Futten
Secondary Supervisor
Buckingham County Schools
P.O. Box 24
Buckingham, VA 23921
(804) 969-4288 or
(804) 969-4212

Objectives:

1. To develop and implement career guidance programs and activities for students with special needs.
2. To develop and implement programs and activities for disadvantaged/unemployed community adults to increase their job seeking and job holding skills.
3. To plan, develop, and implement inservice staff development programs for educators so that they may provide career guidance services to students and adults with special needs.

Procedure for Implementation:

1. Form a "Planning Committee" and conduct a planning workshop.
2. Conduct inservice sessions.
3. Purchase vocational guidance materials.
4. Provide assessment, planning, and counseling services.
5. Provide vocational reading and math instruction.
6. Infuse Career Education into the Special Education Curriculum.

7. Provide technical assistance and services to a non-public school.

8. Publicize adult services and conduct adult classes.

Contribution to Vocational Guidance:

Project EESSNA will expand and improve vocational guidance and counseling in Buckingham County by providing services to students and adults with special needs. The target groups that will benefit from the project include the following: (1) Handicapped Students, (2) Disadvantaged Students, (3) Alternative Education Students, (4) Youthful Offenders, (5) Disadvantaged and Unemployed Adults, and (6) Educators. The project will enhance Vocational Guidance by providing services to students, adults, and educators who have not previously received such services.

ABSTRACT

CLASSROOM BASED VOCATIONAL EVALUATION

Piedmont Regional Vocational Evaluation Center
(The Public Schools of Charlottesville City and
Albemarle, Nelson, Greene, and Fluvanna Counties)

Project Director:

Ms. Meryl Bertenthal
Coordinator
Piedmont Regional Vocational Evaluation Center
Charlottesville-Albemarle Technical Education Center
1000 East Rio Road
Charlottesville, VA 22901
(804) 973-4461

Objectives:

1. To implement a continuum of vocational education and assessment services to handicapped youth, grades 6-10, which will better prepare them to enter vocational training or the world of work.

2. To involve guidance counselors, special education teachers, work study coordinators, and school psychologists in the delivery of classroom based vocational assessment services to handicapped middle and high school students in five school divisions. These services will include the identification of individual student's interests, aptitudes, temperaments, life-skill development, and physical capacities as they relate to vocational training and employment opportunities.

3. To provide for the development of more comprehensive vocational IEP's for special needs students through accurate assessment of student abilities and interests.

4. To provide accurate and up-to-date career information materials to special needs students for the purpose of exploring, in depth, the occupational clusters related to assessed interests and abilities.

5. To provide inservice training to vocational educators, guidance counselors, school psychologists, and school administrators to increase their understanding of

vocational assessment, vocational guidance and counseling of the special needs student, and to assist with the mainstreaming of special education students into appropriate vocational and prevocational programs.

6. To provide parents of handicapped children with vocational relevant information, to enable them to participate in the career decision making of their handicapped child.

Procedure for Implementation:

1. The administrative, supervisory, instructional, and counseling staff of the participating school divisions will develop a plan for implementation of a vocational education and assessment program to serve handicapped students in grades 6-10. This program will be a major portion of the vocational education and assessment continuum developed to serve all handicapped students grades 6-12, and will provide for Phase I vocational assessment, pre-vocational exploration, career exploration, and vocational awareness activities.

2. Guidance counselors, work-study coordinators, special education teachers, and others charged with the implementation of the plan, will be trained to gather and interpret relevant vocational information about individual students, using standardized instruments.

3. Information gathered through the Phase I assessment, teacher observation, school records, and student and parent interviews will be used to develop vocational and career education portions of the IEP.

4. A career information center will be established to allow students to explore the vocational training and employment opportunities that related to assessed areas of interest and ability.

5. The staff of the Piedmont Regional Vocational Evaluation Center and participating school divisions will provide inservice training to vocational educators, guidance counselors, school psychologists, and administrators to acquaint them with the goals and objectives of this program and to foster the mainstreaming of handicapped students into vocational education programs.

6. All vocationally relevant information collected about the student will be shared with parents and/or guardians and they will be encouraged to participate in the career and vocational decision making and program planning for their child.

Contribution to Vocational Guidance:

It is anticipated that students participating in this continuum of vocational services will attain a greater degree of success in vocational training programs and future employment.

ABSTRACT

IMPROVING CAREER PLANNING AND JOB FINDING SERVICES FOR STUDENTS WITH SPECIAL NEEDS

Northern Virginia Community College
Alexandria Campus

Project Director:

Mr. Anthony C. Tardd
Counselor
Northern Virginia Community College
Alexandria Campus
3001 N. Beauregard Street
Alexandria, VA 22311
(703) 845-6341

Objectives:

1. Develop a program to help learning disabled and hearing impaired students improve their career and life planning and job finding skills.

2. Develop a program to help students who have come to reside in Virginia from other countries, the majority of whom are permanent residents and refugees, to make career and life plans and to learn job finding skills appropriate to American society.

3. Develop a program to provide special assistance in educational, career, and life planning for students with developmental needs.

Procedure for Implementation:

1. Obtain and develop career planning materials that are specially oriented to the needs of learning disabled and hearing impaired students. Organize a series of workshops and methods of individual assistance to help these students to develop better career planning and job finding skills. Provide workshops to educate faculty and staff on how they can assist hearing impaired and learning disabled students to make educational and career plans.

2. Obtain and develop career planning and job finding materials that are specially oriented to the needs of students who are relatively new to American society. Work with existing student groups and members of the faculty to develop a program of delivery of assistance to these students. Provide workshops and individual assistance to help these students with career planning and job finding skills. Offer workshops for faculty and staff on how they can assist students from other countries to make educational and career plans and to make positive transitions when they leave the community college.

3. Evaluate existing materials, obtain new materials, and develop appropriate educational aids designed to assist students with developmental needs to begin the educational, career and life planning process. Develop a course that can be offered in conjunction with existing developmental English courses. This course will assist students with realistic goal setting, decision-making, career planning, and job market exploration. Provide assistance to these students in addition to the course. Help faculty and staff to learn more about future job market trends in Northern Virginia so that they can offer more knowledgeable assistance to students with developmental needs and others.

Contribution to Vocational Guidance:

The programs to be developed under this project are a logical extension of the career and life planning offerings of the Counseling Service. These students with special needs should have accessible a variety of materials and methods of delivery that are specially oriented to their needs. This special assistance can help these students to make more effective decisions and to make better transitions when they leave the community college. These programs could be replicated at other institutions and the materials and techniques developed will be widely shared with other professionals.

ABSTRACT

BRIDGING THE GAP - A PROGRAM TO MAKE PROFESSIONAL AND SKILLED CAREERS IN EXPECTATION AND EVENTUAL REALITY FOR BLACKS IN THE WCC SERVICE AREA

Wytheville Community College

Project Director(s):

Dr. Thomas L. Barnes
Dean of Student Services
Wytheville Community College
1000 East Main Street
Wytheville, VA 24382
(703) 228-5541
(SCATS) 676-4121

Mr. Ronald Hash
Coordinator of Admissions and Records
Wytheville Community College
1000 East Main Street
Wytheville, VA 24382
(703) 228-5541
(SCATS) 676-4121

Objectives:

Because blacks are underrepresented in colleges and universities and in many professional careers, a need exists to intervene and to provide black students with better information, preparation and encouragement to consider higher education as a means of reaching their true career potential. WCC proposes to address the career and vocational concerns of black students in the WCC service area by working with students, parents, and public school personnel to achieve four objectives:

1. To provide a series of workshops focusing on effective ways parent can work with their children to increase academic success.

2. To provide programs using blacks who have established successful careers to speak to black groups and, consequently, serve as positive black role models.

3. To make vocational and occupational information available to the parents, students, and school systems in the WCC service area.

4. To provide for a seminar to assist public school administrators, counselors, and teachers in the WCC service area to better understand students with special needs so that their chances for academic success will be increased.

Procedure for Implementation:

A series of workshops will be held focusing on effective ways parents can work with their children to help them maximize chances for academic success. Successful blacks will speak to black groups in the area and will serve as positive role models for black students and parents. Career and occupational information will be made available to the blacks and school systems in the area. Finally, a seminar will be held to assist administrators, counselors, and teachers in the WCC service area to better understand students with special needs.

Contribution to Vocational Guidance:

Wytheville Community College believes that effective career and vocational guidance and counseling can help to resolve some of the problems associated with the black students. WCC's proposal is based on the promise that better informed parents and school personnel, along with positive black role models and effective career information can not only motivate black high school students, but also will help parents of students in lower grades in the public schools to help their children attain better educational foundations. The success of WCC's program would not only demonstrate the importance of vocational and career guidance and counseling in working with students with special needs, but it could also serve as a model for a more expanded and comprehensive program of combining the efforts and resources of parents, students, and school systems to resolve problems and conflicts.

IMPROVING

VOCATIONAL GUIDANCE AND COUNSELING

THROUGH

IMPLEMENTING MICROCOMPUTER VOCATIONAL

GUIDANCE SERVICES

GENERAL OBJECTIVES AND METHODOLOGY FOR MICROCOMPUTER PROJECTS

Objectives:

Each of the schools or institutions receiving funding developed objectives, (p. 21 - 23 provides specific activities) similar to the following:

To plan and implement inservice activities designed to teach the counseling staff the use of the Virginia VIEW career information system and other developed or purchased programs.

To plan and implement inservice activities designed to teach all the school's vocational staff the use of the Virginia VIEW career information system and other developed or purchased programs.

To serve Virginians with computerized vocational guidance information who would not otherwise have access to the material.

To plan and implement activities to assist vocational education students and faculty.

To plan and implement activities to assist adults in the community.

To develop inservice activities with faculty in the system.

To use Virginia VIEW to facilitate cooperation/collaboration with school guidance offices, career education program and/or vocational education staff.

To plan and implement activities to assist the vocational guidance needs of handicapped and/or disadvantaged students.

To plan and implement activities to expose students to nontraditional career opportunities.

To plan and implement activities to improve public relations between school and community.

To assist institutionalized and/or noninstitutionalized youth offenders.

To involve parents in career decision making of students.

To plan and implement cooperative vocational guidance programs with other school systems in the area.

Methodology:

The procedures to implement the objectives are unique to the various projects. Inservice was conducted to train personnel in the use of microcomputers and microfiche (both VA VIEW and other developed or purchased programs). The inservice education workshops were designed for counselors, vocational staff, general faculty and staff, special education teachers, librarians, community agency counselors, etc. A variety of workshop designs were offered ranging from after-school meetings to one or two-day conferences with large groups. "Hands-on" experience for participants was usually given. Strategies to integrate the use of microcomputer and microfiche vocational/career programs into the curriculum of courses were also prevelant.

The VOICC occupational information and career search programs (Virginia VIEW) as well as additional materials purchased and developed were incorporated into area libraries, set up in area shopping centers at regular intervals, and presented to groups such as the PTA, Civic Organizations, and Churches. Some projects planned to extend their programs into criminal incarceration units located in the area. Youth offenders were also listed as a target population by some funded schools or institutions.

Another facet proposed by some schools was the development of software to expand VA VIEW programs. The developing of area job opportunities, employer files, and other software programs were proposed. Many projects proposed to purchase commercial software packages for vocational/career guidance activities.

A variety of target populations were proposed. In addition to offering services to vocational and other students through a wide variety of activities, projects were also designed to work with handicapped and/or disadvantaged students, rehabilitation clients, re-entry adults, students in Community College transfer programs, and others. Pages - offer more specific activities for each of the projects.

SCHOOL SYSTEMS OBJECTIVES	Albemarle County Schools	Bath County Schools	Botetourt County Schools (James Riner High School)	Botetourt County Schools (Botetourt Intermediate School)	Galax City Schools	Henrico County Schools (Hermitage Voc.-Tech Center)	Henrico County Schools (Highland Springs Voc. Tech)	Nelson County Schools (Jr. High School)	Norfolk City Schools	Piedmont Regional Vocational Evaluation Center	Russell County Schools (Lebanon Sr. High School)	Smyth County Schools (Rich Valley High School)	Stafford County Schools
Inservice for Counselors	X	X	X	X	X	X	X	X	X	X	X	X	X
Inservice for Vocational Faculty	X	X	X	X	X	X	X	X	X	X	X	X	X
Inservice for General Faculty & Staff	X	X	X	X	X			X	X		X		X
Activities for Vocational Students		X				X	X		X		X		
Activities for Handicapped and/or Disadvantaged	X	X	X	X						X	X	X	
Job Placement: Counseling & Employment													
Public Relations: School & Community	X	X				X	X	X			X		X
Activities for Special Groups		X								X	X	X	
Purchase Materials/Software	X		X	X	X	X	X	X					
Activities on Non-Traditional Careers													
Jr. High & Sr. High Activities	X	X	X	X	X	X	X	X	X				X
Develop Software						X	X						
Establish Career Resource Center		X											
Activities for Parents and/or School & Community Groups	X	X			X	X	X	X		X	X	X	
Develop Brochures, Flyers (Publicity)													
Activities/Orientation for Business & Industry													X
Vocational Guidance Graduate Course Offered													
Student Helper Program													
Infuse: VA VIEW into Curriculum			X	X	X			X		X			
Regional Display Resource Center (Model)									X				

4-YEAR COLLEGES AND UNIVERSITIES OBJECTIVES	Christopher Newport College	Ferrum College	George Mason University	Hollins College	Roanoke College	Sweet Briar College	Virginia Commonwealth University
Inservice for Counselors	X	X	X	X	X	X	X
Inservice for Faculty	X	X	X	X	X	X	
Inservice for Faculty Advisors	X	X					
Inservice for Student Services Personnel	X		X	X		X	
Activities for Handicapped and/or Disadvantaged							
Career Planning and Placement Activities		X	X	X	X	X	X
Public Relations: School and Community			X			X	
Activities for Special Needs Groups	X	X	X	X	X	X	X
Activities on Non-Traditional Careers				X		X	
Pre-Service Counselor Training			X				
Develop Software	X						
Activities for Parents and/or Community Groups	X	X		X		X	X
Develop Brochures, Flyers (Publicity)			X		X		X
Activities/Orientation for Business and Industry							
Vocational Guidance Graduate Course Offered		X					
Peer Counselors Programs							

COMMUNITY COLLEGES / OBJECTIVES	Lord Fairfax Community College	Northern VA Community College (Loudoun/Manassas/ Woodbridge Campuses)	Tidewater Community College (VA Beach Campus)	AGENCIES	Career Development Consultants, Ltd	Charles City-New Kent Community Action Agency	VA Department of Rehabilitation Services (Roanoke/ Wytheville, Falls Church/Mt. Vernon, Richmond/Lynchburg, Norfolk/ Danville)	VA Tidewater Consortium for Continuing Higher Education
Inservice for Counselors	X	X	X		X	X	X	X
Inservice for Faculty and Staff	X	X	X					
Inservice for Student Services Staff			X					
Activities for Community College Students	X							
Activities for Vocational Students			X					
Job Placement: Counseling and Employment					X	X	X	
Public Relations: School and Community		X				X		
Activities for Special Groups (e.g. Adults, Minorities, etc.)		X	X		X	X		X
Develop Career Information Center	X							
Activities on Non-Traditional Careers			X					X
Activities for Secondary School Students		X	X		X	X		
Develop Software	X	X						
Incorporate into Vocational Evaluation Program							X	
Activities for Parents and/or Community Groups	X	X	X			X		X
Develop Brochures, Flyers (Publicity)								X
Activities/Orientation for Business and Industry								

DIRECTORY

VIRGINIA VOCATIONAL GUIDANCE PROJECTS

1983-84

Thomas H. Hohenshil
Director
(703) 961-7578
SCATS 230-7578

Carolyn Maddy-Bernstein
Co-Director
(703) 961-6199
SCATS 230-6199

Virginia Vocational Guidance Projects
University City Office Building
College of Education
Virginia Tech
Blacksburg, VA 24061

LOCAL PROJECT DIRECTORS

Middle School Projects

Brunswick County Schools

Mrs. Judy D. Tancrelle
Guidance Counselor
Brunswick Junior High School
Rt. 1, Box 239
Lawrenceville, VA 23868
(804) 848-2132

Mrs. Velma P. Bruce
Guidance Counselor
Brunswick Junior High School
Rt. 1, Box 239
Lawrenceville, VA 23868
(804) 848-2132

Mr. Henry B. Brockwell
Director
Vocational Education
Brunswick County Schools
P.O. Box 309
Lawrenceville, VA 23868
(804) 848-3130

Montgomery County Schools

Mrs. Esther M. Huff
Counselor
Christiansburg Middle School
208 College Street
Christiansburg, VA 24073
(703) 382-1728

Piedmont Regional Vocational Evaluation Center

Ms. Meryl Bertenthal
Coordinator
Vocational Development Center
Charlottesville-Albemarle
Technical Education Center
1000 East Rio Road
Charlottesville, VA 22901
(804) 973-4461

Middle School Projects (Cont'd)

University of Virginia

Dr. Robert H. Pate, Jr.
Chair
Counselor Education Department
University of Virginia
405 Emmett Street
156 Ruffner Hall
Charlottesville, VA 22903
(804) 924-3400

Special Needs Projects

Buckingham County Schools

Mr. Jimmy F. Kindle
Director
Vocational Education
Buckingham County High School
Star Route, Box 376
Buckingham, VA 23921
(804) 969-4288 or
(804) 969-4212

Dr. Donald Futten
Secondary Supervisor
Buckingham County Schools
P.O. Box 24
Buckingham, VA 23921
(804) 969-4288 or
(804) 969-4212

Northern Virginia Community College - Alexandria Campus

Mr. Anthony C. Tardd
Counselor
Northern Virginia Community
College - Alexandria Campus
3001 N. Beauregard Street
Alexandria, VA 22311
(703) 845-6341

Virginia Western Community College

Dr. Dale Furbish
Career & Placement Officer
Virginia Western Community College
3095 Colonial Avenue, S.W.
P.O. Box 14065
Roanoke, VA 24015
(703) 982-7298
SCATS 676-7298

Wytheville Community College

Dr. Thomas L. Barnes
Dean of Student Services
Wytheville Community College
1000 East Main Street
Wytheville, VA 24382
(703) 228-5541
SCATS 676-4121

Mr. Ronald Hash
Coordinator of Admissions
and Records
Wytheville Community College
1000 East Main Street
Wytheville, VA 24382
(703) 228-5541
SCATS 676-4121

Microcomputer Projects

Albermarle County Schools

Mr. Richard J. Glowinski
Director
Vocational Education
401 McIntire Road
Charlottesville, VA 22901-4596
(804) 296-5881

Microcomputer Projects (Cont'd)

Bath County Schools

Mr. Richard G. Barnes
Director
Guidance Department
Bath County High School
Rt. 2, Box 575
Hot Springs, VA 24445
(703) 839-5775

Botetourt County Schools

Ms. Susan E. Angle
Supervisor
Vocational Education
Botetourt County Public School Division
School Board Office
P.O. Box 309
Fincastle, VA 24090
(703) 473-8263

Career Development Consultants

Charlotte V. McNulty
Director
Career Development Consultants
306 East Market Street
Harrisonburg, VA 22801
(703) 434-8579

Charles City - New Kent CAA, Inc.

Mr. Robert Rollins
Executive Director
Charles City - New Kent CAA, Inc.
P.O. Box 143
Providence Forge, VA 23140
(804) 966-2261

Christopher Newport College

Dr. Frank K. Babcock
Director
Counseling Services
Christopher Newport College
50 Shoe Lane
Newport News, VA 23606
(804) 599-7046
SCATS 535-7046

Ferrum College

Joy D. Bell
Director
Counseling/Career Services
Ferrum College
P.O. Box 165
Ferrum, VA 24088
(703) 365-2121, Ext. 128

Jane E. Collins
Assistant Director
Career Services
Ferrum College
Ferrum, VA 24088
(703) 365-2121, Ext. 128

Galax City Schools

Roger B. Sharpe
Assistant Superintendent for Administration
Galax City Schools
223 Long Street
Galax, VA 24333
(703) 236-2911

Mary Ellen Nuckolls
Guidance Counselor
Galax High School
Clark Avenue
Galax, VA 24333
(703) 236-2991

Microcomputer Projects (Cont'd)

George Mason University

Ms. Joan S. Pedersen
Career Information Specialist
Career Services
George Mason University
4400 University Drive
Fairfax, VA 22030
(703) 323-2476

Henrico County Schools

Mr. Harvey L. Crone
Assistant Principal
Hermitage Vocational Technical Center
8301 Hungary Spring Road
Richmond, VA 23228
(804) 270-1123

Mr. James R. Melton
Assistant Principal
Highland Springs Vocational Technical Center
15 S. Oak Avenue
Highland Springs, VA 23075
(804) 737-7383

Hollins College

Ms. Peggy-Ann Neumann
Director
Career Counseling Center
Hollins College
Hollins College, VA 24020
(703) 362-6364

Lord Fairfax Community College

Ms. Julia Richardson
Mr. Neil Stallings
Counselors
Lord Fairfax Community College
P.O. Box 47
Middletown, VA 22645
(703) 869-1120

Nelson County Schools

Mrs. Faye Wilfong
Guidance Director
Nelson Junior High School
Arrington, VA 22922
(804) 263-4801

Norfolk City Schools

Dr. Pamela C. Kloeppel
Director
Guidance Department
Norfolk Public Schools
800 E. City Hall Avenue
Norfolk, VA 23510
(804) 441-2311

Northern Virginia Community College - Loudoun Campus

Ms. Mary Stites
Financial Aid & Job Counselor
Northern Virginia Community College - Loudoun Campus
1000 Harry Flood Byrd Highway
Sterling, VA 22170
(703) 323-4537

Northern Virginia Community College - Manassas Campus

Ms. Barbara C. Laime
Career Planning & Job Counselor
Northern Virginia Community College - Manassas Campus
6901 Sudley Road
Manassas, VA 22110
(703) 368-0184, Ext. 233

Microcomputer Projects (Cont'd)

Northern Virginia Community College - Woodbridge Campus

Ms. Janet K. Vitalis
Counselor
Northern Virginia Community College - Woodbridge Campus
15200 Smoketown Road
Woodbridge, VA 22191
(703) 670-2191, Ext. 218

Roanoke College

Ms. Julie T. Lusk
Assistant Dean of Students
Roanoke College
Salem, VA 24153
(703) 389-2351, Ext. 303

Russell County Schools

Linda Cassel
Guidance Counselor
Lebannon High School
P.O. Box 217
Lebanon, VA 24266
(703) 889-5710

Stafford County Schools

Mr. Michael P. Fariss
Director
Guidance Department
Stafford Senior High School
Fredericksburg, VA 22405
(703) 371-7200

Mr. Louis F. Illi
Counselor
Vocational Guidance & Placement
Stafford Senior High School
Fredericksburg, VA 22405
(703) 371-7200

Smyth County Schools

Mr. Jerry M. Hicks
Supervisor
Vocational Education
Smyth County Schools
Drawer 987
Marion, VA 24354
(703) 783-3791

Sweet Briar College

Mrs. Carter Hopkins
Director
Career Planning
Sweet Briar College
P.O. Box AT
Sweet Briar, VA 24595
(804) 381-5557

Tidewater Community College - Virginia Beach Campus

Dr. Samuel H. Lamb
Coordinator
Cooperative Education/Placement
Tidewater Community College - Virginia Beach Campus
1700 College Crescent
Virginia Beach, VA 23456
(804) 427-1640

Virginia Commonwealth University

Ms. Jean M. Yerian
Director
Career Planning & Placement
Virginia Commonwealth University
901 West Franklin Street
Richmond, VA 23284
(804) 257-1645
SCATS 327-1645

Microcomputer Projects (Cont'd)

Virginia Department of Rehabilitation Services

Mr. John E. Hayek
Coordinator
Technical Planning
Department of Rehabilitative Services
4901 Fitzhugh Avenue
P.O. Box 11045
Richmond, VA 23230
(804) 257-6901
SCATS 327-6901

Virginia Tidewater Consortium for Continuing Higher Education

Ms. Elizabeth G. Richter
Director
Educational Opportunity Center
3830 Virginia Beach Blvd.
Virginia Beach, VA 23452
(804) 463-4810